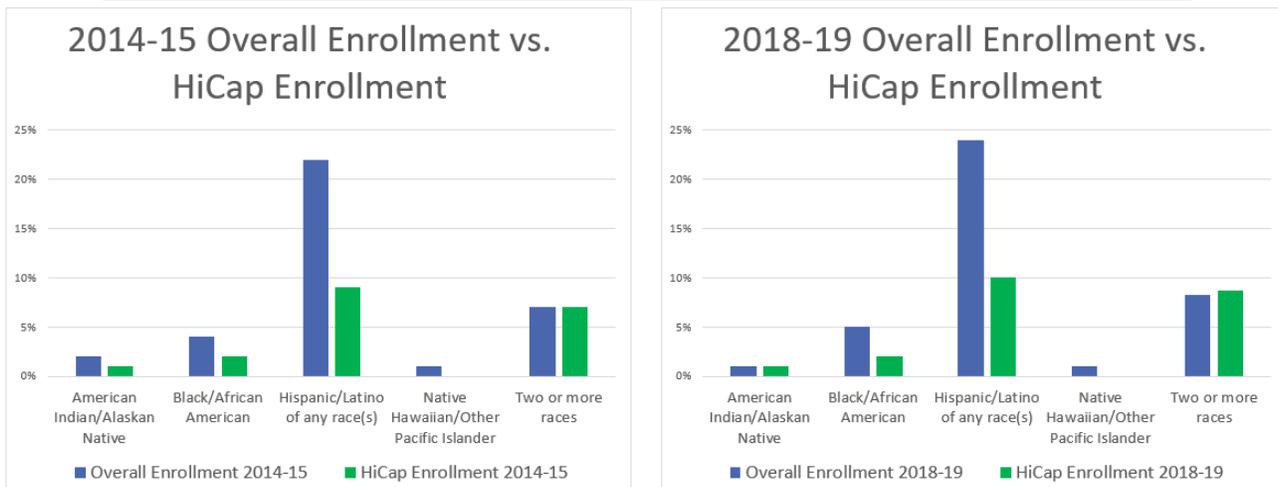


*“Gifted children in poverty and from minority groups are 2.5 times less likely to be identified for, and in, gifted and talented programs in schools.”<sup>1</sup>*

*Despite bills passed in 2017<sup>2</sup> & 2018<sup>3</sup> that “prioritize equitable identification of low-income students,” Washington hasn’t made any progress applying an equity lens to HiCap. Low-income students enrolled in Highly Capable programs actually has gone down since 2014-15.*

## WA State Over The Past 5 Years: Little Change



Source: OSPI Report to the Legislature, 2018<sup>4</sup> (2015 data<sup>5</sup> for comparison, 2015 ELL data unavailable)

### Background

- Washington school districts have **no requirement to use existing data to identify highly capable students**, even when data is readily available, such as Smarter Balanced annual results.
- A parent or teacher must refer a student in order to be considered for highly capable (HiCap) services. **Most students are never considered.**
- Testing is often scheduled on Saturdays or afterschool, at an unfamiliar or distant location. This approach serves as a barrier to **students or families without transportation.**
- Identifying low-income students with high potential **early on closes the opportunity gap.**<sup>6,7,8,9</sup>
- HiCap students disengage, underachieve, or have behavior problems when under-challenged.<sup>10</sup> **Students of color are more likely to be referred for special education than highly capable programs.**<sup>11</sup>
- When school is too easy, students do not develop study skills, persistence, or a solid work ethic.<sup>12</sup>

*(please continue to next page)*

#### For More Information

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*For more information on the WSPTA advocacy program, please visit our website ([www.wastatepta.org](http://www.wastatepta.org)).*

**HB 1611 includes:** (sponsored by Representative Laurie Dolan)

- The #1 research-based practice: **universally screening every student in a grade level.**<sup>13,14,15,16</sup> Screening must occur once in or before 2<sup>nd</sup> grade, and again in or before 6<sup>th</sup> grade.
- Districts can use **existing assessment data** (like Smarter Balanced) or administer a screener. Non-verbal, cross-culturally equitable screening tools take as little as 30 minutes, assess reasoning skills (not math or reading), and serve as a valuable critical thinking exercise for all students.
- OSPI must report highly capable enrollment for each school district by demographic group. Currently only statewide data is reported.

**These practices are proven to work in Washington School Districts**

**Case Study: Kent** (enrollment: 25,739)

Kent school district has invested in universal screening, local norms (already in Washington law, as of 2018), and serving highly capable students at every school for the past ten years. In that time, they have tripled their representation of Black and Hispanic students in the highly capable program.

**Case Study: Quincy** (enrollment: 3,052)

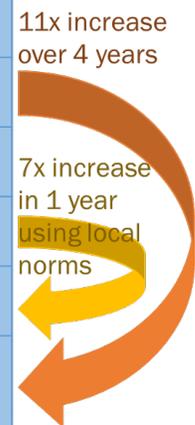
Before universal screening, Quincy school district’s highly capable program was disproportionately White. Now Quincy’s highly capable program is majority Hispanic, which reflects the demographics of the community.

**Case Study: Northshore** (enrollment: 23,414)

Along with using local norms, universal screening allowed Northshore School District to make tremendous gains in equitable identification. **In 2020, 16% of Northshore’s 1<sup>st</sup> graders identified as HiCap were English Learners,** which fully aligns with the district’s 16% EL enrollment in that grade. Northshore has found that universal screening costs almost 50% less than prior approaches, primarily because they no longer need to hire large numbers of proctors to conduct Saturday assessment sessions. Northshore’s detailed results:

	504 Plan	IEP	2e (504+IEP)	Low Income	ELL	Total
Newly Identified in 2016 (referrals only)	20	5	25	3	1	29
Newly Identified in 2017 (district data review)	39	19	58	6	19	83
Newly Identified in 2018 (univ screen K-8)	24	21	45	4	6	55
Newly Identified in 2019 (univ screen K-5, local norms)	129	99	228	99	73	400
Newly Identified in 2020 (screen K/1/5, local norms, 1 <sup>st</sup> grade no achievement)	50	60	110	52	173	335
Newly Identified in 2021 (screen K/1/5, local norms 1 <sup>st</sup> grade no achievement)	62	62	124	74	241	439

Students identified for HiCap (math, reading, or dual) who accepted HiCap placement.



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